HARVARD COLLEGE
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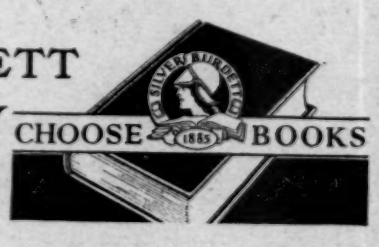

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Raising the Social Level

COMMUNITY education is a professional recognition of a hitherto neglected fact that it is impossible adequately to educate any child in any family unless the entire environment to which children and youth are enforced is raised to a higher social, economic, and civic level.

It is the level in which the children and youth of today must function and not the level in which the parents functioned that is now important.

It is impossible to understand how any person of ordinary intelligence can expect to benefit any child or youth, socially, by telling or writing about his being like anybody in anything as it was in the intolerant times that were responsible for the economic, social, and civic chaos of the world today.

The social, economic and civic level of every country on every continent will be on a level ten years from today that will make any one on the level of five years ago as much out of place as the inventions of Thomas A. Edison of 1901 would have been at a memorial service for him in 1931.

Passing of Dr. Jeremiah E. Burke

ON THE morning of October 29 Superintendent Jeremiah E. Burke awoke in the life eternal. He had been at his desk in Boston the day before. He went to sleep that night expecting to be at his desk in the morning as usual.

I have known every superintendent that Boston schools have had in their seventy years and more. I said in an address in Boston on October 22 that no man has met the problems of city education more wisely or served the city more devotedly than has Dr. Burke, and I am prepared to meet at any time anyone who would care to challenge that statement. No other Boston superintendent faced the same conditions that Dr. Burke met.

It was a joy to know Dr. Burke personally as I knew him in all of his professional life. It was an honor to know him as intimately as I knew him in all of his official life.

Death of Henry B. Dewey

HENRY BINGHAM DEWEY, manager of the educational department of the Boston office of Houghton Mifflin Company, and for eight years superintendent of public instruction for the State of Washington, died October 30.

He was born in Niles, Michigan, sixty-seven years ago. Graduated from the University of Michigan, 1890, shortly thereafter entering newspaper and educational work. While a state official in Washington, from 1905 to 1913, he edited the Northwest Journal of Education. At the time of coming East to fill his position with Houghton Mifflin Company he was regarded as one of the outstanding men in educational work on the Pacific Coast.

David Starr Jordan

THE passing of Dr. David Starr Jordan, eighty years of age, after a long illness, removes one of the closest friends of many years that I have ever enjoyed.

I was never associated with Dr. Jordan in any of his varied interests, hence our friendship was purely of personal appreciation and affection. There has been nothing like it in my life, and he assured me often that it was the same with him. We never talked of any of his interests or mine, but much of the incidental in which our acquaintance had been favored, and this was usually associated with persons whom we both appreciated highly.

The one incident of which he never failed to give full credit was the fact that the day he went to Palo Alto to meet Leland Stanford to consider the invitation to the presidency of an anticipated institution, and to be considered therefor, I was the guest of Mr. Stanford to see him practice three colts in his colt-kindergarten.

I think it was the most fascinating day of my life. It certainly was the reason for my welcome to the institution whenever I was in California.

Dr. Jordan always gave me credit for the attendance of several of the students who gave the college its early prominence in the state through their brilliant institute work. They were a group of city superintendents and one city school principal. Three years ago we were together for a few days in Los Angeles, when I went there to see him receive the World Federation prize on the promotion of peace, and he enjoyed talking of those early days of the university and of the men who did so much to give it professional prestige.

Dr. Alexander's Teachers College

COLUMBIA UNIVERSITY announces the opening of a "Demonstration and Experimental School for Teachers," with Dr. Thomas Alexander as director.

This school for teachers, which will open next September, will be a professional creation of the civilization resulting from the birth throes of humanity in these tragic years.

This school will eliminate many academic traditions and social prejudices which have made it impossible for schools to prepare children and youth to meet the civic, industrial, and scientific requirements of a rapidly changing world.

Dr. Alexander is a guarantee that this school for teachers in the new civilization will cultivate a spirit of tolerance as it seeks to rescue humanity from the civic, social, and economic debris of these tragic years.

Dr. Alexander's announcement of the plans of his new "School for Teachers" is a great statement of the demands which the new humanity is to make on the new Christianity, which the new civilization is to make on the new education.

Every teacher should read at once, carefully and prayerfully, every paragraph of Dr. Alexander's vision of the spirit of the schools that are to prepare children and youth to rebuild the world civically, socially, and religiously.

President Neale of Idaho

THE University of Idaho, Moscow and Pocatello, is making a fine record under President M. G. Neale and Dean John Ruskin Dyer at Pocatello. Dean Dyer went to Pocatello from the University of Kansas, as assistant to the Chancellor, 1929, and President Neale went to the presidency of the State University from the State University of Missouri, where he was dean of education, in 1930.

Both men are in the prime of life, have had high scholastic and professional preparation, with uniformly successful administrative experience.

Miss Ethel E. Redfield, one of the former efficient state superintendents of Idaho, is on the faculty of the State University at Pocatello.

Jane Addams, Prize Winner

JANE ADDAMS wins the prize of a popular magazine. The wonder is that it had never come to her before. It seems that she was never nominated. She has been making other women famous.

Miss Addams has been an international leader in five famous world-wide activities. There have been few weeks in a quarter of a century that she has not been featured in the daily press of America, and we think no other American woman of recent years has been in the press of other countries as often.

Belding's Page

The Egress

ONCE when P. T. Barnum was operating his circus in Madison Square Garden, the place became overcrowded. It was a holiday and many people had brought their lunches and were prepared to spend the day. Others kept arriving, and it would soon have been necessary to close the doors had not the resourceful showman conceived a bright idea. He caused several signs to be put up, bearing the words "To the Egress." As most of the patrons were curious to see this strange animal, they flocked to the place indicated, and Barnum had them where he wanted them.

With a trifle more education, no doubt, those patrons of the circus would have foiled the trickster.

In a different and a larger sense, education is itself an egress. It is an exit of the mind from the narrow bounds of self and its petty interests into the vast universe of truth.

Education is the way out. It is the way out for communities and nations as well as for individuals. Properly conceived and intelligently applied, education is the way out of poverty and crime; it is the way out of disease and immorality; it is the way out of wars and of business depressions. It is the way out of man's inhumanity to man.

Unfortunately the multitude of signs pointing in various directions is bewildering. "This way Education," and again "This way Education," and again "This way Education." The true exits are confused with the false ones. But faith does not waver. Education is trusted to lead civilization out and up. Such confidence is a challenge to all who are engaged in education to exercise their responsibilities with clearly defined purpose and unfaltering zeal.

Relief and the Teacher

THE proposal that teachers contribute a certain percentage of their salaries to the support of the unemployed has been advanced in some places—among them Boston. Compliance with such a suggestion will be in accord with humane instincts and, from a practical and selfish standpoint, will be far better than a cut in salaries.

School people very generally realize that a lowering of salaries would be likely to result in a permanent setback to the profession and to the schools. And this should be avoided.

No doubt the schools have been somehow to blame, along with business itself, for the recent series of headers taken by the well-known business cycle. A public which had enjoyed the advantages of more or less schooling should have had more sense than to run wild in a period of cheerful speculation and extravagant spending.

But in the present juncture whatsoever may be required in the form of relief funds, by whomsoever it be furnished, should be given with full understanding that it is not a true solution of the social and economic problems of our day. The world has witnessed, in England, the demoralizing effects of an unemployment dole. An idle Britisher who was offered a job at six shillings a week is said to have replied: "No, I'll not take it. I prefer five shillings and my independence." We are not eager for that sort of independence or that conception of it to become prevalent in the United States.

Taking Advantage

THE teacher had stepped out of the room for a few minutes, and upon her return she had found things in an uproar. Naturally she was indignant, and made some very pointed remarks about the importance of having a sense of honor. "You should be just as quiet and industrious when I am out of the room as when I am here looking at you," she declared. "It isn't square or honest for you to take advantage of my absence to play."

At this juncture one of the boys raised his hand and, when permitted to speak, asked quite nonchalantly: "Miss Griggs, when the schools are closed so that teachers can attend a teachers' convention, aren't they honor-bound to go to the meetings?"

"Yes—er, certainly," replied Miss Griggs, a trifle embarrassed. "Why do you ask that—merely to change the subject?"

"Only to change the *object*," answered the lad.

Miss Griggs blushed. Next time the eye of authority wasn't looking, would she prove trustworthy? Who could tell?

Anson W. Belding

Associate Editor.

The Three R's *in the* Modern School

By JOSEPH C. BROWN
Superintendent, Pelham, New York

"The modern school teaches the three R's, and it probably teaches them more effectively than they have been taught in any previous generation. The curriculum has been greatly enriched."

A PROMINENT American recently said that, measured in terms of progress, we are living a decade a year. The evidences of material progress appear on every hand. In transportation we have substituted hours and days for days and weeks and months, and in communication we have substituted seconds for hours and days and weeks and months. The ox-cart and the covered wagon of the pioneer have been supplanted by the railway train, the automobile, and the airship. Many of the luxuries of yesterday become the commonplaces of today, and the necessities of tomorrow. As applied to material things, we recognize the truth of the statement that "time makes ancient good uncouth."

That great progress has been made along educational lines is not so generally recognized by the layman although convincing evidences are easily obtained.

The total public school life of the average adult American of 1840 was but 240 days. Measured in terms of the typical school year of today, the average adult American of 1840 had been in school less than two school years.

Not only was the school life brief, but the course of study was very meagre compared with the offerings of today. The typical course of study in the public school of a few generations ago included reading, writing, arithmetic, and spelling. The first three of these are commonly referred to as the three R's. They were regarded as the fundamentals.

A comparison of the content and of the methods of teaching the three R's in the schools of early years and in the schools of today reveals much that is interesting and enlightening.

THE pupil in the early school was taught to read primarily that he might be able to read the Scriptures. Books, magazines, and newspapers were not common and inexpensive as they are today, and the secular reading opportunities and needs of the average American were limited. The pupil in the progressive modern school has read more extensively when he has completed the fourth grade than the typical eighth-grade pupil of a few generations ago. In the early schools great emphasis was placed on oral reading. In those days not every adult member of the family could read, and the demands for oral reading on the part of those who had mastered the art were much greater than they are today. Great emphasis is now placed upon the acquisition of skill in silent reading, and comprehension and speed are checked by carefully standardized tests. As the curriculum has been enriched, the reading needs of the pupil have greatly increased. The pupil in the primary grades learns to read, and thereafter he reads to learn.

Modern psychologists have directed attention to the close relationship between interest in a subject and achievement in that subject. The modern textbooks in reading challenge the interest of the pupils. The illustrations are artistic and the subject matter relates incidents, experiences, and facts which appeal strongly to twentieth-century boys and girls. The words used are chosen with great care and the reading vocubulary of the child of a given grade is known and recorded.

IN THE early schools the pupil in a given grade had but one reading book, and if he finished reading this book before the close of the school year he was required to read it again. The pupil had no choice. He knew the outcomes of all the stories, hence his interest and effort waned and achievement languished. In the progressive modern school the pupil may have one or two basic textbooks in reading, but he has access in the school to several supplementary books. Many schools have a reading table in each elementary classroom and on this table the pupil finds carefully selected books which challenge his interest, and which he has the opportunity to read. Reading is regarded by the pupil as a privilege, not as a task. Extensive reading is emphasized in order that the pupil may increase his speed, his vocabulary, and his comprehension. The pupil in the early schools first learned the alphabet, then he was taught certain combinations of letters, and eventually these were combined into words. He began his study with symbols which were meaningless to him and which did not express thought. The modern child begins his study of reading with that which expresses complete thought—the sentence. Interest is challenged, effort is stimulated, and progress is generally rapid. The pupil experiences a feeling of power and of accomplishment. As a result of careful scientific studies, teachers are now able to diagnose the typical difficulties which pupils experience, and efficiency in the teaching of reading has increased greatly in recent years.

Writing received much greater emphasis in the typical schools of yesterday than it does today. Some will recall the copy books used during the writing periods a generation or more ago. A proverb or slogan appeared near the top of the page, and the pupil was instructed to copy this statement as many times as the lines on the page would permit. He was expected to duplicate the penmanship of the copy as nearly as possible. As one examines a copy book of early years he notes that the pupil's penmanship became progressively poorer as the distance from the copy increased. Schoolmen learned years ago that practice does not necessarily make perfect. A pupil may be practiced in error. Maximum effort must be maintained through adequate motivation, and this the early copy books often failed to do.

The modern educator recognizes the fact that time spent in acquiring the ability to write with reasonable speed a hand that is easily legible is time well spent, but in many of the early schools penmanship received greater emphasis than would be justified by its social usage today. Carefully constructed scales for measuring the various factors which make up ability in penmanship have been prepared, and it is now the practice in many schools to excuse a pupil from further drill in penmanship when he writes habitually as well as a certain standard on an accepted scale. To require him to continue to strive to attain greater perfection is to cause him to utilize time for this purpose that might be better used for achieving other educational objectives. The penmanship demands of modern business make no requirements other than neatness, easy legibility, and reasonable speed.

Most adults of our generation recall the old statement:—

"Multiplication is vexation,
Division is as bad,
The Rule of Three perplexes me,
And fractions drive me mad."

In many communities of early days one who could "figure" through fractions was regarded as a mathematician of no mean ability. Long division was formerly called by the Latin name "dura cosa" or a "tough proposition." As organized and taught, it was a very difficult topic. The curriculum contained much that had been inherited from earlier years. This material was retained partly because of the belief in faculty psychology. Much of the material of the curriculum had but little value measured in terms of social significance. It was quite generally believed that ability required in the mastery of one subject would carry over practically undiminished to other subjects.

The pupil of grandfather's day tried to work the famous problems of the hare and the hound; the fox and the geese; and the frog in the well. He computed how much time would be required for a certain number of men to dig a well under certain stated and rather complex conditions. Small wonder that one city school board of that day suggested to the teachers that in the opinion of the board it would be well if the teachers could work the problems in the textbook.

The modern course of study in arithmetic has eliminated the obsolete and the relatively useless. The material is carefully graded in terms of the needs, abilities, and interests of the pupils.

The textbook in arithmetic provides sufficient well-motivated drill material to assure reasonable mastery of the fundamental number facts, and the amount of drill provided on a given combination bears a direct relationship to the difficulty of the combination. The number facts are no longer taught in table form, because they are not used in practical situations in that form. Carefully standardized tests enable the teacher of any grade to compare the achievements of her pupils in any process with the median achievement of thousands of pupils of the same grade. The alert teacher is trained to diagnose the difficulty which a pupil may have in computation and to apply remedial measures to correct these difficulties.

The common fractions included in the arithmetic of today are those which the world uses. But little emphasis is placed on such a fraction as 17/41, because such a fraction rarely occurs in any practical situation. Great emphasis is placed on fractions with denominators of sixteen or less, because these are really the *common* fractions of today.

The course of study in arithmetic has been enriched by the inclusion of such topics as The Saving and Investing of Money, the Arithmetic of the Home, of the Store, of the Shop, of the Farm. The arithmetic which the modern pupil studies is the arithmetic which will meet twentieth-century needs rather than that which portrays seventeenth century practices.

Teachers recognize the fact that the pupil should frequently compete against his own record rather than against the records of his classmates. The pupil keeps a graph of his own progress, and he is encouraged to strive to excel his own achievements. The same degree of achievement is not expected in the case of the one-talent pupil as in the case of the pupil who has several talents of native ability.

The modern school teaches the three R's, and it probably teaches them more effectively than they have been taught in any previous generation, but society has relegated to the modern school many obligations in addition to the teaching of the three R's. The school of today emphasizes skills, but it also places great emphasis on initiative, interests, attitudes, and appreciations. It teaches the three R's, but it places even greater emphasis on the three C's—citizenship, conduct, and character.

The Loyal Order of Second Heads

By COLLIN WILSEY
Tenafly, New Jersey

The writer here describes an interesting plan, initiated by pupils, which has resulted in improved scholarship and other benefits. "Second Heads" received the name—but read the article.

"THE Second Heads will meet as usual in room No. 200 this afternoon."

This is an announcement frequently heard from the assembly platform of a certain New Jersey high school. And what does it mean? It means that a group of students will gather in that room after school hours are over for the express purpose of helping other students in subjects which are their acknowledged province.

These students have put this part of their time at the disposal of their classmates in order to provide recourse for those who find it inconvenient to obtain extra help from the faculty at any time. Of course the help is given upon a certain condition: that the applicant has previously made an honest effort to do the work; and that the help be given only by suggestion or questioning, or some similar method, rather than by the actual doing of the work.

The Second Heads are also on duty in the study halls, where students may go for help without the individual permission of the study hall supervisor, whether teacher or student proctor.

The group of Second Heads is composed of students who have a particular aptitude for any study or studies and who fulfill the other qualifications: that they maintain passing grades in all studies; that they have teaching ability; that they have the permission of a member of the faculty to give help in these subjects.

There are certain other provisions to which a student agrees upon becoming a Second Head. He will be ready to give help in study periods or during any other free time. He will also report to the room designated every afternoon, where he will remain for about ten minutes. If by the end of that time no one has asked for his services, he is free to leave; but if he is helping anyone, he will stay as long as is convenient to the pair. A Second Head never allows his work to be copied or copies any work.

Membership is obtained by applying to the secretary of the organization for a card of certification which, when signed by the teacher in whose subject the applicant wishes to give help, may be exchanged for a membership card entitling the owner to the full privileges of a Second Head. These privileges are no more than will enable a Second Head to operate quietly, and never include permission for disorderly conduct.

Many advantages of such an organization are apparent, including the facts that:—

1. Study periods are made profitable.
2. Standard of scholarship in school is raised.
3. Those who cannot afford official tutoring may enjoy its advantages to some extent free of charge.
4. It is valuable training for future teachers.
5. Classes need not be retarded unduly by slow students.

Certain other advantages, however, do not appear on first consideration. The student who has even a little experience in teaching is bound to develop a greater respect for, and sympathy with, his teachers. If even a few members of the class understand what the teacher is trying to put across and pull with the teacher, half of the task is accomplished. Then, again, the average boy or girl regards school as a necessary evil. "Education is compulsory; very well, let the teachers drive it into us." Such an organization as the Second Heads fosters the feeling that the student is as responsible for his own education and the opportunity of others for an education as is any member of the faculty. Would such a spirit in the student body further the advance of education?

MANY as are the advantages, there are, of course, objections. Among these the most serious arises in the school where student government extends to the study halls. Talking of any kind for any purpose, even licensed conversation, cannot be permitted in a student study hall with good results. Thus the argument goes. Where the Second Heads are now operating, student control of the study halls is a proposed part of the program for the future. Provision for the Second Heads is made in a clause which states that they will be placed at a table in the front of the room. This will make their talking distinct from any that may take place among the rest of the students and will make the Second Heads of each study hall better known and more accessible as well.

The Second Heads of the high school mentioned before are a student organization, student conceived and student executed. The idea had the more than encouraging blessing of the faculty as a send-off and now enjoys its co-operation. Especially with regard to English, the services of the Second Heads have been numerous and well rewarded by the improvement shown. This year the lists of passing students afforded the members real pleasure.

The Second Heads have been in full operation for two school years. In the beginning the name and the idea were strange, but now the announcement of a Second Head meeting is a repetition of familiar words. The student organization has granted the group a charter. Membership in the Second Heads is already a factor in the election of the members of the National Honor Society.

The name is based on the assumption that two heads are better than one, particularly when the Second Head is specialized.

Paper Programs *Versus* Actualities

By REGINALD STEVENS KIMBALL
Superintendent, Brookfields School Union,
Massachusetts

AT A LARGE assemblage of educators held recently under the auspices of a great university, the author of this article heard a number of prominent administrators discussing heatedly the aims and purposes of an auditorium period. It remained for a classroom teacher—or perhaps an auditorium teacher—to set right before the group what the auditorium period, rightly conceived, can be expected to do. Terminology and definition have been overworked in educational circles, it is true, but here is an instance where a term had evidently been written by certain of these administrators into their own school programs simply to be "in the swim," and not because they were convinced of the merits of the particular device.

What is important here is not that certain of these gentlemen in administration were none too sure about the auditorium period, but rather that they should have gone ahead to endorse blindly (by incorporating it in their local layout) an item which meant nothing to them.

Admitting that it is fairly common, let us attempt to examine briefly the significance of such procedure.

In the first place, we may assume, such items are incorporated chiefly because they have been included in a school program elsewhere—most probably in a school system in a rival community. Perhaps the administrator is honest about it. Perhaps he has made inquiries and has been convinced of its intrinsic worth and service in one community and cherishes for his own a similar opportunity. In these cases the failure may lie in not "selling" the idea to his own teaching force, in not engendering in his corps of workers a desire to give to the boys and girls under their instruction the benefits of such a plan. Again, the failure may lie in adopting the plan bodily, without taking into account peculiar local circumstances which would make a modification of the plan essential to its success.

IT MUST be admitted, however, that not all cases can be accounted for in so straightforward a fashion. In many instances the administrator has had his eye on the publicity value of having it known that he has approved certain changes in school curriculum or organization.

Sometimes he has his eye on the list of "high spots" to be announced by some educational organization to which he belongs, and, in a desire to shine in the eyes of his fellow-members, he nonchalantly incorporates the term without the idea.

Now all this may be well and good for ordinary times. But at a time when school boards, finance committees, and taxpayers are scrutinizing school expenditures more jealously than ever before, it is our duty as school men and women to be positive of the value of each and every item in our offering. It is not enough, in times like these, to *think* that it might be a good plan to offer this or that; we must *know* that it is a desirable and beneficial and, furthermore, an integral part of school life in our community. Nor must the administrator be content to allow the matter to rest here. It is his most important duty to the community which hires him, not only to make sure that the curriculum which he sponsors is worth while, but also to ascertain at frequent intervals that the interpretation of that curriculum in the hands of his fellow-workers is a rendition of ideal as well as technique.

Let us go carefully over our educational baggage to see what can be eliminated. Let us throw tradition to the winds, scrutinizing each bit of finery with a view to its actual contribution to the *tout ensemble*.

New Mexico Tackles *the* Problem *of the* Spanish-Speaking Child

By L. S. TIREMAN

Director, San Jose Training School,
University of New Mexico, Albuquerque

IN 1848 the United States acquired from Mexico, by the treaty of Guadalupe Hidalgo, a territory extending from Texas to the Pacific Coast, comprising roughly one-fourth the total area of the present nation.

The native population of this territory (excluding the Indians who have been cared for by the Federal Government) was partly descended from the original Spanish conquistadores and partly from Mexican immigrants. Since Spanish was the language in either case, we have the resulting anomaly of a large section within our union in which bi-lingualism exists. For example, in the lower house of the New Mexico state legislature one may speak in either Spanish or English, having an interpreter to translate his speech into the other language; ballots are printed in both languages, etc. The schools of this state thus face a complicated situation.

Because of its geographical and economic conditions, New Mexico is very sparsely settled. There is but one city exceeding 25,000 people, and but two of 11,000. Consequently, the problems of education deal chiefly with village and rural schools, and it is here that the Spanish-speaking people predominate. As in other rural sections of the nation, the educational standards are low. Many of the teachers have had but meagre training, and because of the unsatisfactory living conditions it is difficult to attract the trained teacher to the outlying districts. Frequently, when a progressive district has secured a trained teacher it is found that she has received the conventional training and lacks the ability to adapt her knowledge to fit the non-English-speaking situation.

To partially discharge its obligation, the State Department of Education, in conjunction with certain interested agencies, namely, the General Education Board, United States Senator Cutting of New Mexico, Bernalillo County and the State University, has established an experimental school in one of the county districts south of Albuquerque. The school is composed of 560 pupils of which 95 per cent. are originally Spanish-speaking; that is, they spoke no English when they entered school.

SINCE the major experiment is so closely related to teaching, special consideration has been given to secure well qualified teachers. The value of degrees was recognized, but an understanding of Spanish-speaking pupils was the *"sine qua non."*

The purpose of the school is two-fold, experimental and training. As a laboratory it will serve to test certain current assumptions which have been made regarding the Spanish-speaking children. More precise measurements can here be secured than is possible under ordinary circumstances. And through the action of the founders in providing for a five-year program a continuity is guaranteed which is necessary for successful experimentation. The following problems will suggest the type of work being attempted:—

1. Is the low school level of the Spanish-speaking child due to the lack of intelligence or to a lack of good teaching?
2. What is the effect of an intensive program of silent reading upon the intelligence of these pupils as measured by intelligence tests?
3. Do the children of Spanish-speaking parentage reach a point of mental maturity earlier than those of English-speaking parentage?
4. To what extent do accepted methods of instruction, devised for English-speaking children, need to be modified to fit the Spanish-speaking children?
5. What is the rate of acquisition of an English vocabulary by Spanish-speaking children?

The school is organized to facilitate experimental work. There are a junior kindergarten for four-year-olds, a senior kindergarten, two first grades, two seconds, two thirds, two fourths, a fifth, sixth, seventh, eighth, and a special room for unusual pupils. Since there are two rooms for each grade it is possible to arrange approximately equal groups, one to be used as the experimental group and the other as the control group.

The whole experiment is checked by two control schools. One located in the same county, and the other one hundred and fifty miles away. Various educational and mental tests, both individual and group, are administered by the principal and two research assistants. These, and other data, such as teachers' comments on emotional behavior, records of special actions, talents, skills, achievements, are assembled in individual folders, which can be used to evaluate the work of the school.

The second of the general objectives is teacher training. It is a recognized fact in our state that there are many teachers occupying positions in the rural schools who lack proper preparation. This is due to a combination of circumstances, the isolation, living conditions, salary, lack of equip-

ment, and other unhappy factors familiar to all students of rural education.

San Jose is attempting to assist in the solution of this situation by creating scholarships which enable the recipient to come to the Training School for a period of three months with all expenses paid. As far as possible, these scholarships are confined to teachers who are actually teaching Spanish-speaking children. This is done deliberately on the theory that the one who has been confronted with actual classroom problems will profit more from the short training period than the potential teacher who lacks the stimulus inspired by the actual situation. During their training the visiting teachers are required to observe the work of the various teachers and to participate in the teaching. Since the pupils of the school are Spanish-speaking, classroom conditions are similar to the ones they have met in their own schools. It is realized, however, that rural teachers have many grades in one room, rather than a single grade alone. Therefore, the visiting teachers first study the best methods, as exemplified by the teachers in the various grades. Then they spend a month in the one-room rural school, which is located on our campus. Each day from four till five o'clock these visiting teachers gather with different members of the staff, for conferences, demonstrations, and lectures. The underlying theory of the work is explained, but the practical side receives the most emphasis.

In selecting these visiting teachers the Training School seeks the co-operation of the county superintendents. They are urged to nominate key teachers. Ones who, by reason of native ability or location of their schools, will be in a position to pass on to their fellow teachers the methods that they have learned. Success has not always attended this effort, but the principle is being gradually worked out.

The staff is conscious of many problems: Can a short course of three months sufficiently influence the habits already formed by the visiting teachers? There is the ever present necessity of adjusting the work of the school to allow the development of experimental types of work, and yet not get so far away from the accustomed type of instruction that the visiting teacher will be bewildered. We have no panacea to offer.

Since the school has been in operation but one year it is not proper to announce here the tentative findings. It is hoped, however, that all those who are engaged in similar problems may co-operate so that the results found by one may be checked with those of another. Certainly, by the end of the five-year period the San Jose experiment should yield some useful data for dealing with the Spanish-speaking pupil.

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.....**Nelson Silent-Reading Test, for grades 3-8, Form B, @ 75 cents**
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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

That Sixty-Seven Per Cent

"Character, such as is urgently needed in American life, can be adequately developed only when all those responsible for children awake to the fact that character does not just happen, but is the result of careful cultivation."

I LIKE to begin our Character Workshop conference with a quotation: it is like bringing in an additional personality to bolster up one's case with the very definite advantage of being able to choose one's fellow worker. The quotation is from the Final Summary of the Report of Section III of the White House Conference dealing with child welfare.

The foregoing quotation is one that is well worth most careful study. I would like to add to it that character cannot adequately be developed even under the most advantageous circumstances, as, for instance, in the public schools, if, year in and year out, the attack is along purely intellectual lines.

To strike right at the heart of the problem, let me recall to your minds the result of a recent exhaustive investigation into the reasons why young people lose their jobs. Certainly this a very vital aspect of life, and has much to do with properly or improperly developed character. By the way, anyone interested in a further study of the results of this investigation may receive enlightenment through Dr. Fred Smith, editor, Vocational Guidance, Harvard University.

Sixty-seven per cent. of young people lose their jobs because of emotional attitudes towards life or towards the job itself. This is a staggering proof of what has been said above, namely, that as a preparation for life, properly formed attitudes are of tremendously more value than properly developed areas of knowledge.

An analysis of the various attitudes that cause sixty-seven per cent. of our young people to lose their jobs is very enlightening; laziness, unwillingness to co-operate, inability to accept fair criticism, inability to respond promptly to suggestion, lack of adaptability, uncontrolled temper, and many other destructive traits of character tend to make the job of the majority of our young people unstable.

We are at once led into some very interesting sidelines of thought by the startling results of this investigation. Just what did the school do to aid the child to correct destructive emotional attitudes? Where intelligent attempts *were* made, were they founded upon the age-old theory of terrorism or brute force? Was there a consciousness somewhere along the line on the part of the powers that be, that children respond to sympathy and interest as a plant responds to sunshine? Was there an understanding that an academic failure was not a failure in itself, since the child had the mentality to succeed, but a failure in some emotional attitude which destroyed the foundations upon which successful mental building could take place?

It might be well for educators to understand that the classroom is a very important workshop in which children are being hired and fired as definitely as they are hired and fired later in life. When a boy receives a failing mark in arithmetic he is fired out of a certain group standing and when he achieves a mark of excellence he is hired into a higher standing.

Now, if this recent investigation has proved that sixty-seven per cent. are fired because of the emotional reaction of a destructive character, is it not barely possible that sixty-seven per cent. are being fired in the classroom because of similar conditions?

If such a theory were proven to be true, just what remedy will the schools apply?

Question—The foregoing is fairly convincing from the standpoint of argument, but what is the average teacher going to do about it?

Answer—If you are really interested in knowing, you will find the answer to the problem in next week's Workshop conference. Meanwhile, let us consider the emotional aspects involved in this story which would cause this boy to lose not only his job, but his constructive outlook on life.

THE FISH TRAP

From The Egan Monthly Service in Character Training. Copyright.

SAM LEE lived on the bank of a little river in Iowa. He was just sixteen, and in the last year of high school. He had worked hard to make his way thus far towards an education. He felt power within himself; he loved books when the other boys despised them; he loved to study, and his

kerosene lamp burned in his attic room far into the night as he prepared his lessons. Naturally he ranked one in all his work, and easily led his class.

Sam had counted on the yellow river that flowed nearby to supply the money for his college course. It had been a stream of gold for him. From the new type of seine he had invented, each morning he drew the fish for which Mr. Jacobson, the fish peddler, paid him a good price.

Now a thunderbolt had fallen into Sam's plans. The state had passed a law forbidding the seining of fish in any of its streams.

"It's unjust!" cried Sam bitterly.

"But," counseled the civics teacher, "the survey shows that if seining is permitted, within five years there will be no fish in our rivers."

"I don't care!" answered Sam. "It's unjust! See what that law will do to me! It means I must give up my hopes of college. It means the wrecking of my life."

"I know," said the teacher, "but catching fish in seines is not the only means of making money in the world."

"But it's the only one I understand," said Sam.

During the long summer months Sam struggled with his conscience. Not once did he lay down a seine. Meanwhile the price of fish mounted higher and higher.

"One week's seining," thought Sam, "will pay my tuition in college for a whole year, and one week's seining will not have the slightest effect on the fish in this river."

That very night as Sam sat in his back shed fixing his seine, a knock sounded on the door. Sam hurriedly shoved his seine under a bench.

"Sam," said the civics teacher as he glanced around, "before telling you why I came, I want to ask you one question. Have you caught one single fish, illegally, since the law went into effect?"

Sam smiled and straightened his shoulders.

"No!" he answered with a clear look of truth in his eyes. "Not one single fish."

"Then," laughed his teacher, "I have good news for you. You are to work in the bank, right close to the college campus, every afternoon. You see, my boy, all the money in the world does not swim about in the river."

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

They Say

PROFESSOR W. LINWOOD CHASE, Boston University:—

"We put too much emphasis on problem children and not enough on problem teachers. The teacher who looks upon inattention and classroom mischief as bad behavior punishable by only one rule is one of the so-called 'problems.'"

CLARENCE MARSH CASE, University of Southern California, author of "Social Process and Human Progress," Los Angeles:—

"Social progress means societal betterment. . . . The state seems to offer the only avenue for reforms that will be both effective and permanent."

JOSEPH K. HART, Vanderbilt University, editor of "Creative Moments in Education":—

"Certainty means arrested development. Civilization grows as doubt increases."

GEORGE H. DERN, Governor of Utah:—

"Casting aspersions upon the public schools is just as bad as ridiculing the Constitution itself, because public education is the corner stone of popular government."

JAMES A. MOYER, state director of university extension, Boston, Mass.:—

"The time is not far distant when regularly licensed radio broadcasting stations will be provided at public expense in each of the principal broadcasting districts in the country to give supervised evening and daytime courses rather than individual lectures as part of a comprehensive program of education for the enrichment of adult life."

MRS. KARL A BUEHR, Docent, Chicago Public Schools:—

"The aim of education is happiness; essential to happiness, if not synonymous with it, is beautiful living."

ROGER W. BABSON:—

"Next to recklessness at the top of the boom, the most foolish thing in the world is discouragement at the bottom of the slump."

GEORGE D. TAYLOR, principal, School 27, Rochester, N.Y.:—

"If supervision is ever to meet the great need which exists for it, it can do so only when there is a definite supervisory policy for the city and the program of the principal of the school is adjusted so as to bring about the greatest degree of coordination in practice, and the most successful articulation of service."

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, November 9

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
2.30 P. M. American School of the Air.
4.30 P. M. American Education Week Program.
6.00 P. M. Current Events—H. V. Kaltenborn.
6.15 P. M. How Far Is Planned Production Possible Under Present Conditions? — Thomas L. Chadbourne.
10.30 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Tuesday, November 10

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
2.30 P. M. American School of the Air.
6.00 P. M. National Security League Broadcast Series.
7.30 P. M. Kaltenborn Edits the News.

Wednesday, November 11

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
2.30 P. M. American School of the Air.
6.00 P. M. "Bill Schudt's Going to Press."
10.30 P. M. Columbia Concerts Corporation Program—Kathryn Meisle.

Thursday, November 12

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
11.30 A. M. New York Medical Society.
2.30 P. M. American School of the Air.
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child." Announcer, Kenneth Roberts.

Friday, November 13

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
2.30 P. M. American School of the Air.
3.45 P. M. Columbia Educational Features—Dr. Edwin J. Prindle, "Our Patent System."
5.00 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time—Dramatization of the Week's Outstanding News Events.

Saturday, November 14

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.
10.00 A. M. Jewish Art Program.
12.45 P. M. Wingate Athletic Broadcast—"Tad" Jones.
7.00 P. M. The Political Situation in Washington Tonight — Frederic William Wile.
9.30 P. M. National Radio Forum from Washington, D. C.

On the National Network

Eastern Standard Time

Monday, November 9

2.00 P. M. Health Talk on prevention of seasonal illness (WEAF).
4.00 P. M. National Music League (WEAF).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
8.00 P. M. American Education Week Program.
8.00 P. M. Dramatic Sketches, episodes in American Revolution (WEAF).
8.30 P. M. Death Valley Days, pioneer days in the Northwest (WJZ).

Tuesday, November 10

2.30 P. M. "The Story of Bad Osmonde," talks on Norway by Mrs. Petch (WJZ).
2.45 P. M. Women you Read About, Mrs. Stephen Pell (WEAF).
4.00 P. M. Magic of Speech, Vida Ravenscroft Sutton (WJZ).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
7.45 P. M. Back of the News in Washington, by William Hard (WJZ).

Wednesday, November 11

10.45 A. M. Armistice Day Program by League of Remembrance (WJZ).
11.02 A. M. President Hoover's Acceptance of War Memorial (WJZ).
6.00 P. M. Music Treasure Box, by Pierre V. R. Key (WJZ).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
10.00 P. M. Rochester Civic Orchestra, directed by Guy F. Harrison (WJZ).

Thursday, November 12

4.45 P. M. Great Moments in Science, auspices of Children's Science Fair (WJZ).
5.00 P. M. The Jungle Man by Carveth Wells (WEAF).
6.00 P. M. American Education Week Program.
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

Friday, November 13

11.00 A. M. NBC Music Appreciation Hour (WJZ and WEAF).
2.00 P. M. Health of the School Child, by Shirley W. Wynne (WEAF).
4.15 P. M. Radio Guild play, "Hamlet," part two (WJZ).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

Saturday, November 14

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
7.15 P. M. Laws that Safeguard Society, by Dean Gleason L. Archer (WEAF).
8.00 P. M. Danger Fighters (WJZ).
8.00 P. M. Civic Concert Service Program from Chicago (WEAF).
8.15 P. M. Economics and Psychology (WEAF).
9.00 P. M. Chicago Civic Opera (WJZ).

Sunday, November 15

12.30 P. M. Biblical Drama (WEAF).
1.15 P. M. Walter Damrosch Hour (WJZ).
2.30 P. M. Moonshine and Honeysuckle (WEAF).
3.30 P. M. Dr. S. Parkes Cadman (WEAF).
5.00 P. M. Gilbert and Sullivan Gems (WEAF).
5.00 P. M. Dr. Harry Emerson Fosdick (WJZ).
6.00 P. M. Catholic Hour (WEAF).
9.00 P. M. Our Government by David Lawrence (WEAF).

BOOK TABLE

ROBIN AND JEAN IN FRANCE. By Lawrence S. Williams. Drawings by Sue Runyon. Cloth. 245 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

In every way France and England of today are captivatingly presented for American boys and girls. The familiar style of this book makes it read as though the reader were telling the story himself.

The experiences are such as any American boys and girls would expect to have if they went to France. The sixty mostly full-page illustrations are such as boys and girls in American schools will be greatly interested in since every family hears experiences over there talked about.

The charm of this book is the author's appreciation that all schools have children who are intensely interested in learning just what they are learning as they read these pages. There is no suggestion that they are reading anything because they ought to read it.

TESTS AND MEASUREMENTS FOR TEACHERS. By Ernest W. Tiegs, University of Southern California. Cloth. 470 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The use of tests and measurements changes whenever any publisher seeks to find a place for a new book on the subject, and Elwood P. Cubberley and California are especially active in the discovery of opportunities for the creation of demands for changes in the literature on this subject.

Dr. Ernest W. Tiegs comes near discovering what will ultimately be the stabilized use of tests and measurements. He seems to desire to know who needs to be tested and for what he needs to be tested.

There has been an almost fatal weakness in the whole range of texts on tests and measurements in the passion of authors and publishers to make schools try out special varieties on everybody everywhere.

The legitimate use of tests and measurements is to discover who needs to be tested and why it is needed. Dr. Tiegs is trying to discover various ways to have teachers find out when and how to use tests and measurements. This is an important professional attainment.

DEVELOPING PERSONALITY IN THE CHILD AT SCHOOL. By Garry Cleveland Myers, Division of Parent Education, Western Reserve University. Introduction by M. V. O'Shea. Cloth. Greenberg, 160 Fifth Avenue, New York, Publisher.

Few men hold professional attention with voice and pen as uniformly as does Dr. Garry Cleveland Myers, of Western Reserve University.

In everything that Dr. Myers says and writes he reveals a charming personality and a masterful knowledge of the relation of children and youth to the school, its teacher and the traditional atmosphere.

The school, as Dr. Myers reveals it, is always attractive, and constructive. There is never anything negative, there is no spirit of indifference, much less is there any hesitancy as to the value of everything associated with the school traditionally.

Everything associated with the school as Dr. Myers sees it is developing the personality of everybody from the voting public and board of education, the superintendent, supervisors, principal and teachers, to the children of high and low attainment.

THE HIGHWAY TO ENGLISH. Book One, 561 pages; Book Two, 580 pages. By David Lee Clark, DeWitt Talmage Starnes, and Jacob Lorenzo Neu, of the University of Texas, and William Alonzo Stigler, El Paso, Texas. Philadelphia, Chicago, Atlanta, San Francisco, Dallas, Toronto: John C. Winston Company.

These two remarkable school texts prepared by three of the faculties of the State University and the assistant superintendent of one of the leading cities of the state on the eve of a state adoption of textbooks for the largest state adoption in the world makes it clear that at present state standards of attainment in scholarship will tend to be dominated by state rights philosophy.

Until now each city has dominated education as far it has dominated business regardless of state lines.

Notable textbooks have had authors from a wide range of scholastic and professional preparation and experience.

Two factors undoubtedly have entered into the preparation of these texts of 1140 pages by four authors for state adoption in one subject.

One factor has been the fruitless talk about the division of the state in order to get a larger interest in Federal legislation. The other is the probable effect of the new civilization on education.

The vastness of these two books and the limitless experiences in the varieties of leadership in the settlements and conquests of the state make it easy to find fascinating illustrations for effective demonstrations of use of English within the state.

This would be possible in many states. The question of state adoption is liable to be affected by the publication of these two really wonderful books.

THE METHOD OF ARGUMENT. By Charles A. Fritz, New York University. Cloth. 395 pages. New York: Prentice-Hall.

There will be an entirely new try-out of argumentation and public speaking in the next five years. It will be interesting to see the trend of public speaking.

To me there has been nothing more interesting than to follow the ebb and flow of oratory in the eighty years that I have reveled in devotion to orators.

From six to ten years of age I was fascinated with the intense intolerance of the anti-Catholic "Know Nothings" when Massachusetts elected an anti-Catholic Governor and United States Senator.

From ten to twenty years of age it was the fierce bitterness of Northern and Southern sentiment that developed public speakers in every nook and corner of New England, developing great orators many of whom I heard.

From twenty to forty years of age America had its artistic orators, most of whom I heard with positive delight. Then for ten years there was no oratory.

At fifty years of age oratory came back with a bound. The same year William Jennings Bryan and Billy Sunday swept America with the political charm akin to that of Ingersoll and Jonathan Edwards.

There has been no eminent orator in any land for a decade. New York University now presents a scholastic attempt to revive a spirit of public speaking. The new civilization in which all peoples of all continents are interested may create a new oratory.

Books Received

"The Psychology of High School Discipline." By Ralph W. Pringle.—"Little Peter's Task." By Jeanne Mairet.—"America's Story for America's Children," VI and VII. By Knowlton, Stone and Fickett. —"Every-day Life in the Colonies." By Stone and Fickett.—"Creative Moments in Education." By Joseph K. Hart. Boston, Mass.: D. C. Heath and Company.

"First Latin Book." By Celia Ford. New York City: Henry Holt and Company.

"The Method of Argument." By Charles A. Fritz.—"Personality and Personalysis." By Theobald. New York City: Prentice-Hall, Inc.

"Elementary School Curriculum." Augusta, Maine: State Department of Education.

"Emma Marwedel." By Fletcher Harper Swift. Berkeley, California: University of California Press.

NEWS OF EDUCATION

Handicapped Youth Surveyed by Nation

Plight of 14,000,000 Children Is Set Forth in Report of the White House Conference; Special Training Urged

WASHINGTON. — President Hoover's White House Conference on Child Health and Protection will shortly publish to the country a report about the plight of the handicapped and the gifted children of the nation. It is the true story on the one hand of the blind, the crippled, the delinquent, the tubercular, the emotionally unstable, and, on the other hand, the vast number of the gifted who for reasons other than lack of capacity are failures in school and in university; and shows the great gap that exists between the amount of educational attention children in all these classes need and what they are in practice getting.

Of the 14,000,000 members of this "handicapped" army of minors in the American population, the report shows, there are 14,400 blind and 50,000 partially blind. Only 6,000 of the totally blind are now in state, private or public schools and classes for the blind, while of the partially blind not more than 5,000 are enrolled in such classes.

Children whose hearing is totally gone or impaired in various degrees are estimated to be not less than 3,000,000 in number, and there are more than 1,000,000 children between the ages of 5 and 18 who are so defective in speech as to require remedial treatment and training. The number who at the present time are receiving this necessary care is estimated to be not more than 60,000. The crippled children are 300,000 in number, and of these 100,000 are in need of special education. The number of children who are definitely classed as victims of tuberculosis is 382,000, while the total of the suspicious but not definitely determined cases is about 850,000. Approximately 1,000,000 children are afflicted with weak or damaged hearts and 385,000 of them with organic heart disease.

The malnourished children of school age form by far the largest of the handicapped groups, numbering approximately 6,000,000. Less than 40,000 of these, the report asserts, are receiving the necessary special education and care. At the same time there are 450,000 children in the elementary grades who are so mentally retarded that they require specialized care and treatment if they are to have a chance to make the most of their possibilities. Only 60,000 of them are now enrolled in special classes.

Lastly, there are the gifted children who, as well as the handicapped, often represent behavior problems. These children, it is conservatively estimated, make up at least three per cent. of the elementary school enrollment of the nation, or about 675,000. Less than 10,000 are receiving the special instruction and care required.

These are the facts of the situation in which the handicapped children of the nation today are found. What of the solution? It calls, the report indicates, for little less than a complete about-face in the attitude of the country's citizens.

Entrance Ages Vary Widely

WASHINGTON.—A questioning of 22,159 students to find the usual ages at which American youth enroll in colleges was completed recently by the United States Office of Education. While the result bears out the assumption that the ages of eighteen or nineteen are the customary ones for entering, only fifty-one per cent. of the students entered at these ages, it was found. The other forty-nine per cent. entered at a wide range of ages on both sides, from below fifteen to above thirty-five. The number entering at fifteen or below, it was found, amounted to one per cent., and those of sixteen to four per cent., while fourteen per cent. entered at seventeen. Eleven per cent. were more than twenty-one at entrance. Factors in farm life operated to delay the entrance of young farm men and women, it appeared, for a large majority of students of agriculture enrolled at the ages of twenty and twenty-one. Of the older students, the survey showed, a large proportion were school teachers attending college to improve their training.

Faculty Plan for Informal Aid

NORTON, Mass. — A conference plan designed to give help in English to students not regularly enrolled in its courses has been adopted by the English department of Wheaton College here. It takes the place of a former tutoring course given without credit to students needing corrective work, and is designed to remove the mental hurdle that might keep a student from asking advice from a professor whose course she was not taking. It not only allows much the same results to be reached as under the tutoring course without casting odium on weak students, who are required to seek help, but also it encourages good students as well to stop in for consultation. No credit is given for the conferences, but office hours are kept and students often pay casual visits. Any extended work involves appointments outside of the office hours. For the poor students it may be regular and extended over a long period of time, yet they are made to feel part of something more interesting than a tutoring course.

Cuba Cuts School Costs

HAVANA.—All teaching posts in the University of Havana and the high, normal and commercial schools of Cuba not filled by competitive examinations have been abolished, salaries of teachers have been reduced nineteen per cent. and the wages of other employes of the Department of Public Instruction and expenditures for supplies have been cut twenty-five per cent. in a final budget adjustment in line with a drastic slash in the national budget effective November 1, made by Presidential decree. It is reported this will mean the dismissal of 100 teachers. The budget of the Department of Public Instruction, originally $9,500,000, has been reduced to $7,070,000. It was stated these reductions were made to prevent the closing of the schools. Rents on schoolhouses, few of which are government-owned, were cut eighteen per cent.

Scots Bar American Medical Students

LONDON.—Scottish universities are taking ruthless measures to check the flood of American medical students applying for admission. The University of Aberdeen has just rejected 200 applications from America, while the University of Edinburgh recently turned back 200 Americans out of the 240 who applied. The rush for medical degrees here is believed to be a direct outcome of the restrictions recently imposed by American universities on entries into their medical schools. As every medical student in Scotland absorbs a portion of the government grant, and as the American student is not likely to settle in practice here the university authorities feel themselves justified in keeping the Americans out.

RADIO AIDS TEACHING

American School of the Air Opens Another Season

This year the American School of the Air will again be conducted by the Columbia Broadcasting System in response to the thousands of letters received from teachers, principals, and superintendents of schools, as well as the general public in all parts of the country. The programs will consist of music appreciation courses for the primary, intermediate and upper grades, history and literature dramatizations, art appreciation lectures, vocational guidance talks, current events discussions and courses in elementary science.

Although these programs are prepared primarily for use in the classroom, there are many adults in all walks of life who find them a source of inspiration and information. Indeed a letter was received from a man who was spending some time in the county jail, saying how much he appreciated the broadcasts. This is all the more unusual, considering that he was only allowed to write one letter each month. Other letters came from an old men's home, from the sick, the blind and the deaf, all expressing appreciation for the opportunity the radio offered them for continuing their education.

Not only does the radio provide such distinctively educational programs as those of the American School of the Air, but there are also many broadcasts which due to their regularity and their cultural and informative nature furnish organized supplementary material of an educational nature. Among them are the broadcasts of the Philharmonic-Symphony Orchestra, conducted by Arturo Toscanini, those of the Curtis Institute of Music, and those of the Philadelphia Symphony under the direction of Leopold Stokowski. There will also be many discussions of international and political situations, many broadcasts originating in Europe as well as talks by men who are outstanding in this country as leaders in art, science, literature and other fields.

Of special interest to boys and athletic instructors is a series of talks which will be presented each Saturday morning by the leading coaches of football, baseball, swimming and all of the other sports engaged in by school boys. Outstanding stars of the various sports will appear from time to time during this series of the Wingate Memorial Lectures, which will be presented under the auspices of the Public School Athletic League.

Over seventy stations of the Columbia Broadcasting System will broadcast these programs in all parts of the country, this being an increase of more than twenty per cent. over the number that carried them last year.

Athletes Good In Scholarship

EASTON, Pa.—The price of college athletics need not necessarily be poor grades; such at least is the experience of Lafayette College at Easton, Pennsylvania. Fresh evidence to show that the "average" athlete is not so poor a scholar as some of the stars have often been rated came to light in the survey just made there, in which it developed that the average grade of the members of the football and baseball squads was 3.20, whereas that of the student body as a whole was only 3.07. Their performance could hardly be called spectacular, however, when compared with the grades won by students when grouped in other ways. The sophomores taking chemical engineering, for example, made the high average for the whole college, with a grade of 4.32. The value of experience was shown by the seniors, who, as a class, received the best grades.

Elementary Teachers Surveyed as to Training

ALBANY, N. Y.—Twenty-five thousand elementary school teachers of New York State have just been surveyed to discover the amount of educational preparation they have for their work. The study was conducted by Dr. Warren W. Coxe, director of the educational research division of the State Education Department. Graduates of colleges, according to the report of the findings, made up 3.2 per cent. of the number, while those who have attended normal schools made 55.4. The proportion of the total group who were high school graduates was eighty-three per cent. Less than fourteen per cent., it was reported, had no professional training in either a normal school or a training class.

Curfew for School Children

WEST JEFFERSON, Ohio.—Children of school age are prohibited from walking the streets after 9 p. m., unless accompanied by adults, under terms of an order issued by the village council.

Urges Prizes in Schools Not Penalties

BALTIMORE.—A method in which prizes for good work in the schoolroom replace penalties for poor work was advocated by Dr. Edward L. Thorndike, Professor of Psychology at Columbia University at the annual meeting of the Maryland State Teachers Association here. Experiments had shown, he said, that the value of offering a reward, even if it were only a gold star, exceeds that of threatening a penalty by 40 to 1.

LAW AFFECTS TEACHERS

North Carolina's School Plan Makes Many Idle

RALEIGH, N. C.—The 1931 school law, by which North Carolina assumed responsibility for operating all public schools in the state for the constitutional six-month term, has just revealed its "teeth," with the result that many teachers who were at work and who thought they had been employed for the entire term now find themselves without jobs. Local self-government has at the same time received another severe blow.

Prior to this year operation of the schools was a responsibility of the counties and the cities, although the state contributed materially to the cost. Under the 1931 law the schools became a state enterprise, with the counties contributing about one-fourth of the cost.

Under the old system the State fund was apportioned by the State Board of Equalization. That board now virtually operates the schools instead of merely turning over funds to communities.

When the new law was passed, with a total budget of $17,000,000 instead of the $21,000,000 expended for the six-month term last year, wealthy and progressive communities believed themselves fully protected by a provision which permitted counties, cities and school districts to supplement state appropriations.

This provision was made subject to the approval of the State Board of Equalization, however, a fact which was not emphasized at the time but which has become important.

Whether this latest assault upon local self-government will stand will depend upon the 1933 Legislature, the action of which will probably reflect economic conditions as they exist at that time.

Public School Teaches Flying

SAN ANTONIO, Tex.—The San Antonio public night school offers a course in aeronautics. It is the only civilian aeronautic ground school in the United States taught by regular army officers. This year, for the first time, all restrictions as to sex and education have been lifted. Heretofore students had to be high school graduates. All that is required now besides a normal physique is that a student be more than fourteen. Present facilities will take care of a class of not more than seventy-five students, according to Captain Louis R. Knight, executive officer at Brooks field, who has charge of the course. Of the fifty persons who completed the course last year, five, one woman and four men, have completed their flying training and are now licensed pilots.

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Chinese Students Deserting Tokyo

TOKYO.—The Sino-Japanese clash in Manchuria may cost Tokyo its standing as one of the greatest Chinese educational centres in the world. More than 1,000 Chinese students have left the Japanese capital since the Manchuria trouble started, and it is unlikely that many of them will return. The result may be a gain for American universities next year, since many of the students who had started their university careers in Japan may transfer to the United States. Tokyo's colleges and universities have catered specially to Chinese students. Tokyo is near China and living for students is cheap. A share of the Chinese Boxer indemnity was remitted to cover education of Chinese students and other inducements were offered. Japanese saw in the students a very real opportunity to build up friendship between the two countries. The Manchurian clash, however, bids fair to upset the educational work of nearly a generation. Chinese students in Tokyo were among the first to protest at what they termed "Japanese militaristic aggression," and most of them stopped attending classes the day first news of the Manchurian clashes was published. As the scope of the trouble extended students who had funds immediately booked passage for home.

Start Move for Edison School

NEW YORK.—The naming of a public school here for Thomas A. Edison, preferably an industrial high school devoted to the teaching of the electrical sciences, was proposed by Dr. George J. Ryan, president of the Board of Education. Dr. Ryan said he would communicate immediately with the board of superintendents. Since the city's newest industrial high school, now being completed in the Bronx, already has been named after Samuel Gompers, Dr. Ryan said, the board will have to wait until another industrial school has been created. The board, however, might decide to rename some existing school lacking a specific name, such as the Boys' Industrial High School in Brooklyn, for which a new building is soon to be built.

Culture Begins Early in Missouri

KANSAS CITY, Mo.—In an effort to teach art appreciation to the children of Kansas City, the Kansas City Art Institute has begun a series of talks by a trained story-teller. These talks are given to children between the ages of five and fourteen. One story is told each Sunday afternoon. During the last three weeks the attendance has more than doubled. Old masters of the William Rockhill Nelson collection form the background for each Sunday's story. Sometimes the romance in the lives of the great painters is told. Outstanding features of each painting are impressed upon the child's thought so that boys and girls are expected to recognize the work of the various artists in the future.

Women Favor Dental Hygiene

WASHINGTON. — Many young women are turning from the overcrowded fields of typing and stenography to the study of dental hygiene, records at Georgetown University indicate. So successful did the university find the experiment of admitting young women to its dental school that it now has established a permanent course in dental hygiene limited to women students. Before the World War there were relatively few practicing dental hygienists in the United States. Now Legislatures of twenty-six states, including the District of Columbia, have recognized it as a profession requiring a license to practice.

Michigan Plans Law Equipment

ANN ARBOR, Mich.—The only institution in the world possessing all the equipment for an advance professional study of law will be the lawyers' quadrangle of the University of Michigan with its completion in January. The exterior of the buildings, which cover an area of two city blocks, is in English college Gothic style, while the halls, classrooms and dormitories are patterned after those of Oxford and Cambridge. The late William W. Cook, graduate of the law class of 1882, provided a total of $18,000,000 for construction and endowment of the institution.

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Care of Exceptional Child Passing to the States

WASHINGTON.—The care of the exceptional child — the feeble-minded, the blind, the deaf and the delinquent —is gradually passing from the hands of private institutions to the states, according to the Federal Office of Education. Eleven states now have bureaus of special education—Alabama, California, Connecticut, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin and Wyoming. The exceptional child, according to the bureau, is an economic factor in the nation's life, and every effort should be made to help him to realize his maximum capacity. "If society," says the head of a state institution, "does not keep mentally deficient children busy in a constructive way during the whole of their school lives they, in a destructive way, will keep society busy during their adult lives." This statement, says the bureau, applies also to the blind, the deaf, the crippled and the personality deviate.

Students Room In Turkey Coop

MOSCOW, Idaho.—Students have been known to live in attics and cellars, but living in a turkey brooder house is a new twist in what is "collegiate." Two freshmen, lacking funds to carry them through the year at the University of Idaho, have solved their room rent problem by moving into a shed on the college farm; it had been used as a brooder house for turkeys. Professor C. E. Lampman, head of the poultry department, gave them permission to occupy the shed, and wives of faculty members of the college of agriculture assisted the boys in furnishing the room. A chest of drawers, a cabinet for dishes, shelves, chairs, a bed, and even curtains transform the shed into a study.

Scotland Opens Business School

DUNDEE, Scotland.—Opening recently of the new School of Business and Commerce here by Sir Josiah Stamp, eminent British economist, is acclaimed as opening a new era of co-operation between education and business. The purpose of the school is "to promote both by teaching and research the study of all problems bearing directly on the conduct of modern business" and "to prepare men and women to participate more effectively in the life of the community" by giving to them a broad economic outlook and social perspective, a knowledge of the basis of modern industry, and the directions in which it is tending to develop. The school has been built and equipped at a cost of 40,000 pounds sterling through the generosity of George Bonar, a prominent leader of the jute industry of which Dundee is the centre. The principal of the new school, Dr. James A. Bowie, spent some time in America this year, studying the methods employed in American universities and colleges.

French Grammar To Be Best Seller

PARIS. — There is every prospect that one of the best sellers in France next year will be the grammar of the French Academy, which it is now announced will be ready on January 1. It will be a companion volume to the famous dictionary, and it will be law in France on grammatical subjects as the dictionary is on the choice of words. For two years the academicians have devoted part of their sessions to discussing the grammar which has in the main been composed by Abel Hermant and Paul Valery, collaborating and revising in accordance with the academy's discussions.

Student Pays Tuition With Jug of Silver

COLLEGE STATION, Texas — Virl Jomes, Leon county youth seeking admittance to Texas A. & M. College as a freshman, must have heard about the movement to popularize silver as a medium of exchange. He reached the campus from his home town of Buffalo lugging a suitcase which contained, in addition to his clothes, a half-gallon jar filled to the rim with silver dollars. There were 318 of them, weighing about twenty pounds, so tightly packed that the college cashier's office had a busy half-hour extracting and counting them.

Grins Between Grinds

Priority

"Well, who's been waiting the longest?" asked a physician, cheerfully, as he opened the door of his consultation office.

"I think I have, doctor,'" said a tailor, arising and presenting a bill. "I delivered your clothes three years ago."

Fact, Not Fiction

Father (reading aloud): "After a time, he awoke and found himself a very rich man."

Mother (very modern): "I wouldn't read the boy fairy stories, dear."

Father: "Fairy story, my eye! That's an account of a prize fight."

That California Habit

Leonard Golos offers the one about the New Yorker paying his first visit to California, the land of eternal sunshine and advertising. He passed a field ripe with honeydews. In honest exclamation he chirped: "Marvelous melons, eh?"

"No," was the indifferent native son's reply, "gooseberries."

As they passed an apple orchard in full bloom, he said: "What splendid apples!" and the Californian squelched him with: "Merely crab-apples."

When the pair got to the Pacific Ocean, the New Yorker was fed up. He casually observed: "I see someone's radiator has been leaking."

Truth in Advertising

(From Pennsylvania Newspaper)

Wanted: Housekeeper to take care of family of children. All modern imps. Call Bell 859.

Just the Man

Business Man—"What do you do with all these pictures you paint?"

Modernist Artist—"I sell them, sir."

Business Man—"Well, name your terms, my man. I've been looking for a salesman like you for years."

Exactly

Elderly Man (sighing)—"Everybody speaks well of me, but nobody gives me a chance to work."

The Golden Rule—"Huh! I have been in that fix for 2,000 years."

A Green One

"I do hope you keep your cows in a pasture," said Mrs. Newlywed as she paid the milkman.

"Yes, madam," replied the milkman, "of course we keep them in a pasture."

"I'm so glad," gushed Mrs. Newlywed. "I have been told that pasteurized milk is much the best."

—Watchman-Examiner.

Meetings To Be Held

NOVEMBER

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

18: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City, Secretary Clyde Furst, 522 Fifth Avenue, New York City: New York City.

18: Illinois City Superintendents' Association, Secretary C. Bruner, Kewanee: Urbana, Illinois.

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

22-25: South Dakota Education Association, Secretary N. E. Steele, 3 Perry Building, Sioux Falls: Mitchell, South Dakota.

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

24-25: Association of Public School Trustees of Virginia, Secretary F. Diehl, Farmville: Richmond, Virginia.

26-28: Texas State Teachers' Association, Secretary R. T. Ellis, 410 E. Wetherford Street, Fort Worth: Corsicana, Texas.

26-28: Texas State Teachers' Association (colored), Secretary R. T. Tatum, 711 Poplar Street, Beaumont: Beaumont, Texas.

27-28: Central Association of Science and Mathematics Teachers, Secretary W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin: Chicago, Illinois.

27-28: Idaho Education Association, Secretary John I. Hillman, 331 Sonna Building, Boise: Boise, Idaho.

27-30: New Jersey State Teachers' Association, Secretary C. B. Dyke, Short Hills: Atlantic City, N. J.

28: Association of Modern Language Teachers of the Middle States and Maryland, Secretary M. I. Protzman, George Washington University, Washington, D. C.: Atlantic City, New Jersey.

28: Association of Teachers of Mathematics in the Middle States and Maryland, Secretary Norma Sleight, Shippen School, Lancaster, Pennsylvania: Atlantic City, New Jersey.

28: College Conference on English in the Central Atlantic States, Secretary Karl J. Holzknecht, Washington Square College, New York City: Atlantic City, N. J.

30-December 4: Association of Colleges and Secondary Schools of the Southern States, Secretary Guy E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Birmingham, Alabama.

DECEMBER

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Atlanta, Georgia: Montgomery, Alabama.

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